

Behaviour policy and statement of behaviour principles

The Richmond School, Skegness

Approved by: [Name] **Date:** [Date]

Last reviewed on: 7.10.2020

Next review due by: 30.9.2021

Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Definitions.....	3
4. Bullying.....	3
5. Roles and responsibilities.....	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	5
8. Behaviour management.....	7
9. Monitoring arrangements.....	7
Appendix 1: written statement of behaviour principles.....	9
Appendix 2: serious incident log.....	10

.....

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including:
 - Knives or weapons
 - Addictive substances
 - Fireworks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - *Any prohibited items listed above found in pupils' possession will be confiscated. These items will not be returned to pupils.*
 - *We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.*
 - *Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).*

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy, in conjunction with the headteacher and other senior leaders, and monitor the policy's effectiveness, holding the headteacher and other senior leaders to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that it is applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 Positive behaviour

Positive behaviour will be rewarded with:

- Praise and appreciation
- Dojo points
- Letters or phone calls home to parents
- Special responsibilities/privileges

7.2 De-escalation of agitation

Some signs of agitation include:

- Balled fists
- Fidgeting
- Shaking
- 'Eye-balling' another child
- Head thrust forward
- Clenched jaw
- Speech becoming more rapid or high-pitched

It is essential that these signs are not ignored, but that this agitation is 'de-escalated' in an attempt to minimise its impact on the child exhibiting the agitation and the children around him/her.

Appropriate de-escalation techniques depend on the situation, but might include:

- Leaving the child alone (not unsupervised) for a short while
- Distracting the child with another activity, or giving them a small task to do which takes them away from the situation for a couple of minutes
- Not taking the situation personally as an adult, and asking for another adult in the room to take over; if you see others dealing with a situation, it is not appropriate to 'muscle in' and take over, or share your opinion, but it is often very helpful to offer a helping hand
- Validating the child's emotions in the moment, in order to give you and the child some thinking time and space – e.g. 'I can see you need help; I'll come and see you in two minutes once I've finished completing the register'
- Reducing the drama of the situation by dealing with incidents away from other children as far as possible
- Using humour, if this is appropriate based on what you know of the child

7.3 Restorative practice

The school believes in the 4 Rs of restorative justice:

- **Respect** – listening to the opinions of others, and learning to value these
- **Responsibility** – taking responsibility for your own actions, including accepting the application of an appropriate sanction
- **Repair** – considering and discussing how to repair harm
- **Re-integration** – working through a process which solves the problem and reduces the likelihood of it happening again in future

It is at the point of 'responsibility' at which a sanction may be applied. For low-level incidents, in our school, that sanction will usually take the form of an appropriate length (one minute for each year of age) 'time out' from learning, giving the child space and time to think about his/her behaviour and the impact it may be having on others. This time out is always followed up, either immediately afterwards or within the same session, as appropriate, with a discussion with the child about his/her behaviour.

The discussions we have with children take the following form:

- **What happened?**
- **What do you think and feel about that?**
- **Who else has been affected? What might he/she/they think and feel?**
- **What needs to be done to resolve the situation?**

- [What needs to be done to prevent the situation from happening again?](#)

The focus of the conversation should be on repairing relationships and re-integrating the child.

If a child needs to be removed from a situation or classroom, it is the responsibility of the adult who gave the 'time out' to undertake the restorative discussion, as above, when the child returns.

7.3 Serious incidents

When serious incidents of behaviour occur, the first priority is to ensure that all children and staff are safe and have time and space to calm down.

Any parties and/or witnesses to such incidents should contribute to the 'serious incident log' (appendix 2).

The same 4-point approach, as above, should be used to begin to restore relationships and determine next steps.

Such behaviour is dealt with through the use of a fixed-term internal isolation or a fixed-term external exclusion, at the headteacher's prerogative, in line with local and national guidance.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Pupil support, including through Pastoral Support Plans

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support for that child. We will work with parents to create a Pastoral Support Plan and review it on a regular basis.

9. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will also be reviewed and approved by the full governing body each year.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: serious incident log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

